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ABSTRACT

This paper examines the theoretical assumptions behind an integrative curriculum model intended to enhance preservice teachers' pedagogical competence for accommodating diversity among school populations. The first section reviews the relevant literature and describes the integrative multicultural model for preservice teachers. The next two sections present two research studies which test the impact of this curriculum model. The first study, "Stability and Change in Preservice Teachers' Value Dispositions for Teaching Culturally Diverse Students," examines change in preservice teachers' dispositions about cultural diversity in school settings in relation to personal knowledge and values. Excerpts of preservice teachers' analyses of diversity in school settings suggest that cultural knowledge was highly valued for effective teaching among these teachers. Results indicate that the acquisition of knowledge of diversity among student populations requires some direct experiences in school settings. The second study, "Value of Expectancy and Achievement in Shaping Student Teachers' Competence for Accommodating Diversity among Student Populations," examines diversity among student teachers, cooperating teachers, and college-based supervisors' expectations and perceptions of achievement for the student teaching internship. As anticipated, student teachers' expectations and perceptions of achievement in practice teaching were significantly different from those of their cooperating teachers and college-based supervisors. This study also examines the nature of the teacher education program for enabling prospective teachers to accommodate diversity in P-12 schools. (Contains 91 references.) (ND)

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# Design and Impact of an Integrative Curriculum Model for Enhancing Preservice Teachers' Pedagogical Competence for Accommodating Diversity among School Populations

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**Abstract**

Title: Design and Impact of an Integrative Curriculum Model for Enhancing Preservice Teachers' Pedagogical Competence for Accommodating Diversity among School Populations

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Purpose: This paper examines the theoretical assumptions which support the design an integrative curriculum model for enhancing preservice teachers' pedagogical competence for accommodating diversity among school populations. Finally, two research studies which test the impact of this curriculum model are presented.

The first study, *Stability and Change in Preservice Teachers' Value Dispositions for Teaching Culturally Diverse Students*, examines change in preservice teachers' dispositions about cultural diversity in school settings in relationship to personal knowledge and values. Issues involving diversity among student populations require teachers to become positive participants in the events that shape students' lives. Excerpts of preservice teachers' analyses of diversity in school settings suggest that cultural knowledge was highly valued for effective teaching, among this sample. Results indicated that the acquisition of knowledge of diversity among student populations requires some degree of direct experiences in school settings.

Finally, the second study, *Value of Expectancy and Achievement in Shaping Student Teachers Competence for Accommodating Diversity among Student Populations* examined diversity among student teachers, cooperating teachers, and college-based supervisors' expectations and perceptions of achievement for the student teaching internship. As anticipated student teachers' expectations and perceptions of achievement of the practice teaching were significantly different from those of their cooperating teachers, and those of their college-based supervisors. A second issued examined in this study was the nature of the teacher education program for enabling prospective teachers to accommodate diversity in P - 12 schools. This discussion was focused on collaboration in learning, the nature of the curriculum, the nature of instruction, the nature of authentic assessment, and on critical perspectives.

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**Design and Impact of an Integrative Curriculum Model for Enhancing Preservice Teachers' Pedagogical Competence for Accommodating Diversity among School Populations**

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## Introduction

In recent years, diversity among all education practitioners and student populations has received an increased value in the American educational systems. The reasons for the recognition and acceptance of the positive attributes of diversity in schools and other education institutions are many. Much of the recent literature on the socialization of prospective teachers has focused on the methodological processes for assisting prospective teachers in acquiring pedagogical competence required for effective teaching in diverse school settings (Liston & Zeichner, 1987; Zeichner & Gore, 1990; Sirotnik, 1990, Goodwin, 1994; Cochran-Smith, 1995). Within this research tradition, critical concerns have been advanced in support of preparing teachers as decision makers (Shavelson & Stern, 1981); as reflective practitioners (Schon, 1987); as intellectuals (Giroux, 1988); and as social reconstructionists (Zeichner and Gore, 1990).

Teacher education cannot be divorced from its connection to the emerging multicultural dynamics that shape the context of public education in America. Contextual elements such as race, class, gender, and disability among persons give rise to creative dilemmas that must be considered in the teacher education curriculum. Research in

teacher education is beginning to emerge which theorize these contextual elements for designing culturally relevant pedagogy (Bowers and Flinders, 1991; Ladson-Billings, 1995). Theoretical assumptions which support the design an integrative curriculum model for enhancing preservice pedagogical competence for accommodating diversity among school populations are predicated on the culturally relevant pedagogy theoretical frameworks. However, the major emphasis is on the diverse contextual factors (see Cole and Griffin, 1987) in education with which form an array of competencies teachers need in order to teach an increasing diverse PreK-12 school populations. Curriculum design and research methodologies for the integrative model are based upon theories and assumptions drawn from the Bartlett, 1932; Tolman & Brunswik, 1935; Lewin, 1951; Day, 1959; Perry, 1970; Fuller & Brown,1975; Wildman & Niles, 1987; Schon, 1987; and Liston & Zeichner,1987). This the following section of this text, an integrative curriculum model for presevice teachers is described. Finally, two research studies which test the impact of the model are presented.

## The Challenge

There are many Americans who ended up "lying outside of history..., young persons, older persons, some suffering from exclusion, some from powerlessness, some from poverty, some from ignorance, some from boredom" (Greene, p. 13) diminished by the community. The diverse cultural heritages, among all races and people shape the destiny of America. All must be honored. All must be included in what Dewey (1954, pp. 143ff) calls "The Great Community".

Through time, distinctive cultural differences evolve and alter the economic, social, political, and philosophical tenets of our expanding community. Since education and schooling cut across the cultural boarders of all children and youth, cultural differences represent a critical component in the PreK-12 school reform. As a consequence, teacher educators are obligated to assist teachers in learnng how to accommodate the emerging demands of an increasingly diverse student population.

The extent to which America achieves the conditions for effective education for all persons depends to some extent to which teacher education programs prepare education practitioners who are capable of performing competently and effectively in diverse schools contexts. Much depends upon the willingness of educators to adjust the education process to meet the learners' cultural orientation as opposes to having learners attempt to adopt the orientations of educators or orientations selected by schools.

Cultural knowledge, values, attitudes, and lifestyles cannot be imposed. Rather, they must experienced, developed, and owned. Consequently, the great challenge of the teacher education program is to enable teachers to develop what Langer (1954) calls a voice that is responsive to multiple forms of cultural diversity. To do so is to allow prospective teaches to build bridges among their unique cultural stories and the stories of other cultures as these move and change through time. To allow teachers to transmit on the one hand and discover on the other the beliefs and values of the dominant culture in a way that does not devalue the varying cultural lifeways of learners and affirm respect for them. In this way they will understand the distinctive plurality that exist that give rise to different cultural styles, orientations, values, and even prejudices that must be taken into

account in the education of all children and youth.

Schools and Colleges of Teacher Education are obligated prepare teachers who will help children and youth find a place in our pluralistic world. In doing so, stereotyping, resegregation, indoctrination, assigning blame must be avoided. Problems of prejudice and inequality in our classrooms as well as in society must be confronted. Schools, which is usually based in white middle-class culture, is not flexible enough to accommodate the diverse abilities and interests of a heterogeneous student population (Burstein & Cabello, 1989). Consequently, teachers must be prepared to become responsive to the dynamics of these social changes and to the demands for diversity among student populations.

**A View of Cultural Diversity**

Culture, according to Geertz (1973), derives from the past and serves as the initial basis for understanding the present. Its symbols are suggestive rather than expressive. These symbols represent languages, customs, elements of time, use of space, gestures, art, music, dance, and other forms of expressions. Moreover, these expressions are a consequence of an individual's cultural birth. As such, cultural symbols represent according to Sapir (1949) unconscious patterns of behavior. Cultural patterns of behavior emerge from "an elaborate and secret code that is written nowhere, known by none, and understood by all" (Sapir, 1949, p. 556).

Hall (1966) views these codes as implicit rules which are the means by which individuals communicate, cultivate, and develop their knowledge about the world. Accordingly, these cultural rules provide a basis for the organization of social and

psychological processes. They shape the uniqueness of each person and form the context of cultural diversity among all learners. This view of culture forms a critical premise for understanding cultural diversity in K-12 school systems.

**Rethinking Education and Students' Cultural Diversity**

In Beyond Culture, Hall (1977) states that most of an individual's cultural knowledge is taken for granted. That is, what an individual experiences as normal is often seen as a basis for other persons' experiences. So, there exists simultaneously, among students and educators, many different presumed cultural patterns of experiences. Through the process of communication, educators make basic assumptions about what children and young people should know. Also, assumptions are made about how students should behave. It may be that many of these assumptions are only partly true since many are developed from personal experiences. As a consequence, false assumptions limit students' educational achievement.

This fact is the genesis of educational barriers that appear to limit students from exploring their expanding range of creative potential. Assumptions about students' behavior are confirmed by considering the positive variations of their cultural diversity. Thus, the basis for providing education should include a multiplicity of intellectual, social, and cultural experiences for students.

Educators' cultural knowledge should not become the sole basis for determining the normal experiences for students. Educational expectations for students require a collaborative forum among those, including students, involved in the education process. Educators' cultural knowledge may unintentionally undermine students' academic

performance. Therefore, it is necessary to recognize and to take specific actions for accommodating students' cultural diversity.

**Cultural Interconnectedness**

An important dimension in education is the value of the interconnectedness that exists among culturally diverse student populations. Bowers (1987) refers to cultural interconnectedness as forms of communicative competence. Communicative competence encompasses the full range of individuals' potential and accommodates the diversity of cultural contexts among them. In this view, communicative competence focuses on the quality of diversity of intellectual competence.

This view of cultural interconnectedness suggests rethinking the connection between students' daily experiences and their unique cognitive and affective processes. All individuals, according to Walters and Gardner (1985), are born with the capacity to think and to create meaning in their unique cultural settings. Students have the capability to create meaning within the range of their unique intellectual developments.

The education process must involve students by allowing them to make connections among a myriad of cultural experiences. The critical concern for educators is to create school environments which connect elements of students' cultural diversity with the formal education processes. The education process then should bridge connections across the diverse cultural contexts of students' experiences and those formalized societal expectations.

Educators' roles extend beyond the boundaries of the school by interconnecting with students' primary and secondary experiences of the home, school, and community.

The critical dimensions of this role demand the use of radically different types of curriculum and instructional processes as well as in assessment and evaluation measures. Schooling must enable students to build on their cultural experiences by supporting the development of communicative competence among all learners.

Students' cultural diversity is an important function of normal everyday experiences. Linkages among home, community, and school are central for designing a culturally responsive curriculum. These linkages help to strengthen students' communicative competence. Education then becomes a unique synthesis of students' school and non-school experiences. Education and schooling shifts dramatically in favor of all learners.

**Preparation of Education Practitioners for Culturally Responsive Teaching**

Kemp (1992b) urges that education, schooling, and learning involve students as part of the larger aggregate of societal contexts. Thus making connections among students' intellectual, social, and emotional development with the larger society in which they live and function, can lead to radically different views for the professional preparation of teachers. One critical challenge to the professionalization of education practitioners is the enhancement of critical and reflective thinking of their psycho-social values and expectancies toward a recognition of the diverse human realities among children and youths (Liston & Zeichner, 1991; Kemp, 1992a; Grimmett & Mackinnon, 1992).

Sarason (1993) cautions that the enormous complexity surrounding the relationships among the classroom, school, and community are often underestimated in teacher

education programs. The focus in a preparatory program, Sarason (1993) maintains, must be centered on enabling teachers to teach students versus teaching subjects.

## The Curriculum

Literature on curriculum development for teacher education suggests that curriculum means different things to different people (Posner, 1992). Tensions arising out of political, social, economic, and philosophic differences influences the curriculum. Differences in values, beliefs, and theoretical orientations also influence the nature of the teacher education curriculum. From this perspective, only basic components of the multicultural teacher education curriculum are considered. These components are to be considered point of departure for those who aspire to develop a multicultural curriculum for prospective teachers. Include in this section are curriculum consideration on ideological frameworks, fundamental principles, curriculum goals, and knowledge domains in multicultural education. This section concludes with an outline of a multicultural curriculum model in preservice teacher education.

### Ideological Frameworks

Ideological frameworks serve to structure the broad theoretical parameters of the curriculum content and methodology. Lynch (1986) and Grant and Sleeter (1989) have conceptualized paradigms that are useful in the development of the multicultural education curriculum in preparation programs for professional educators.

Lynch(1986) identified three major ideological orientations underlying current perceptions of cultural pluralism. These orientations are associated with (1) economic

efficiency, (2) democracy and equality of educational opportunity, and (3) interdependence and partnership with an emphasis on negotiation and social discourse. He argues that these relationships are neither static nor discrete. That is, the values of different ideologies could co-exist within the same society.

Grant and Sleeter (1989) focus on the curriculum process and methodology. They provide a framework for examining five different teaching approaches that address human diversity-race, ethnicity, gender, social class, and disability. This theoretical includes five approaches to multicultural education instruction. These instructional approaches are summarized to give the specific orientation of each.

First, teaching the exceptional and cultural different addresses how to help students who do not fit in the existing classroom. Second, human reactions help students get alone with each other by appreciating each other. Third, single group studies focus on groups that are left out of existing curricula. Fourth, multicultural education combines much of the first three approaches. Fifth, education that is multicultural and social reconstructionist addresses social inequalities among groups in society at large as well as in the students' own experiences. According to Grant and Sleeter (1989) all five approaches are important in multicultural instruction, but the ultimate goal should be the provision of education that is multicultural and reconstructionist.

**Fundamental Principles**

Gollnick and Chinn (1990) propose the following principles to guide educators in providing multicultural education. These include:

1. Multicultural education must increase students' academic achievement in all areas. It must be sensitive to the students' sociocultural background and experiences.
2. Attention to voice must be a part of multicultural education. Description of life experiences must come from the students, not the teacher.
3. Oral and non-verbal communication patterns between students and teachers must be analyzed to increase involvement of students in the learning process.
4. The learning styles of the students and the teacher style of the teacher must be analyzed to increase student involvement in the learning process.
5. Multicultural education must permeate the formal curriculum.
6. Multicultural education must impact the organizational structure of the classrooms well as the interactions of students and teachers.
7. Multicultural education must teach students to think critically, by allowing them freedom to ask questions.
8. Multicultural education requires an understanding of the lived cultures of families in the community. Consequently, teachers cannot stay incapsulated in their own cultural milieu.

9. Multicultural education must use the community as a resource.

**Curriculum Goals**

Banks (1991) provides the following goals of multicultural teaching.

1. To help students to understand how knowledge is constructed.
2. To transform the school curriculum so that students not only learn the knowledge that has been constructed by others, but learn how to critically analyze the knowledge they master and how to construct their own interpretations of the past, present, and future.

**Curriculum Knowledge Domains**

Banks, J. A. (1993) presents a topology of the kinds of knowledge that exists in society and the educational institutions. This topology is designed to help educators identify the types of knowledge that reflect particular values, assumptions, perspectives, and ideological positions. The five types of knowledge are summarized here.

**Personal and Cultural Knowledge**. The concepts, explanations, and interpretations that students derive from personal experiences in their homes, families, and community cultures constitute personal and cultural knowledge. Much of the knowledge that students learn about out-groups from their home and community cultures consists of misconcep- tions, stereotypes, and partial truths (Milner, 1983).

**Popular Knowledge**. Popular knowledge consists of the facts, interpretations, and beliefs that are institutionalized within the television, movies, videos, records, and other forms of the mass media. Most of the major tenets of American popular culture are

widely shared and deeply entrenched in U.S. Society.

**Mainstream Academic Knowledge**. Mainstream academic knowledge consists of the concepts, paradigms, theories, and explanations that constitute traditional and established knowledge in the behavioral and social sciences. This knowledge reflects the established, Western-oriented canon that has historically dominated university research and teaching in the United States.

**Transformative Academic Knowledge**. Transformative academic knowledge consists of concepts, paradigms, themes, and explanations that challenge mainstream academic knowledge and that expand the historical and literary canon. Transformative academic scholars assume that knowledge is influenced by human interests, that all knowledge reflects the power and social relationships within society, and that an important purpose of knowledge construction is to help people improve society (Code, 1991).

**School Knowledge**. School knowledge consists of the facts, concepts, and generalizations presented in textbooks, teachers' guides, and other forms of media designed for school use. School knowledge also consists of the teacher's meditations and interpretation of that knowledge.

## Multicultural Curriculum Model

In this section a suggested integrative multicultural model in preservice teacher education is proposed. The major elements of this model are the six multicultural curriculum knowledge domains and three major area of studies in teacher education.

The model (Figure 1) illustrates how each of the six multicultural knowledge

domains are to be sequenced and integrated into the teacher education curriculum. The teacher education curriculum consists of three comprehensive areas of study (NCATE 1995). These areas of study include general studies, the professional studies, and the specialty studies (NCATE, 1995).

**General Studies**. General studies are courses and or other learning experiences in liberal art and sciences that candidates in baccalaurate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated (NCATE, 1995, p. 71)

**Professional Studies**. Professional studies are courses and other learning experiences leading to a degree, a state license, and/or adequate preparation to provide professional education services in schools (NCATE, 1995, p.73).

**Content Studies**. Content studies are courses and other learning activities in the academic or professional area that the candidate plans to teach, for the grade level at which the candidate plans to teach, or for other professional roles in which the candidate plans to serve. Examples of content studies include science, elementary education, school psychology, administration, reading, and physical education

The scope, sequence, and continuity among the multicultural and teacher education curriculum knowledge domains and are hierarchial and developmental. For example, it is assumed that education majors need to understand their personal/ cultural knowledge (Level One) before applying school knowledge (level Six) in actual school settings.

**Figure 1. Integrative Multicultural Curriculum Model in Preservice Teacher Education**

| Levels of Multicultural Knowledge | Areas of Studies Professional Education | | |
|---|---|---|---|
| | General Studies | Content Studies | Professional Studies |
| **Level One** | | | |
| **Personal/Cultural Knowledge**<br>*Experiences in homes, families, communities | XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX | <br><br>XXXXXX<br>XXXXXX<br>XXXXXX | <br><br><br><br>XXXXXX |
| **Level Two** | | | |
| **Popular and Cultural Knowledge**<br>* Institutionalize knowledge from the mass media | XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX | <br><br>XXXXXX<br>XXXXXX<br>XXXXXX | <br>XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX |
| **Level Three** | | | |
| **Mainstream Academic Knowledge**<br>* Established knowledge in the behavioral and social sciences | XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX | <br><br>XXXXXX<br>XXXXXX<br>XXXXXX | <br><br><br>XXXXXX<br>XXXXXX |
| **Level Four** | | | |
| **Transformative Academic Knowledge**<br>* Knowledge that challenge and expand historical and literary canon | <br><br>..<br>XXXXXX<br>XXXXXX | <br><br>XXXXXX<br>XXXXXX<br>XXXXXX | <br>XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX |

| Levels of Multicultural Knowledge | Areas of Studies Professional Education | | |
|---|---|---|---|
| | **General Studies** | **Content Studies** | **Professional Studies** |
| **Level Five** | | | |
| **Global Knowledge**<br>* Human value<br>* Study of global systems, issues, problems, history | XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX | XXXXXX<br>XXXXXX<br>XXXXXX | XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX |
| **Level Six** | | | |
| **School Knowledge**<br>* Generalizations from textbooks, and other media; teacher interpretations | XXXXXX | XXXXXX<br>XXXXXX<br>XXXXXX | XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX<br>XXXXXX |

X indicates the degree of emphasis

The same rationale applies to the three content areas in the teacher education curriculum. Education students are expected to be competent in the general studies prior to advancing to the professional and specialty studies.

The shaded areas (see the x's) show the degree of emphasis for sequence and continuity. There are sequence different degrees of study involved for each of the multicultural levels and the teacher education curriculum areas. Under general studies, personal/cultural knowledge, popular/cultural knowledge, transformative academic knowledge, and global knowledge

receive intensive study.

In contrast, the is only minimal stress on school knowledge under general studies. Note too that mainstream academic knowledge receives the greater emphasis of study in professional knowledge. Continuity is indicated whereas each multicultural knowledge domain is repeated in each of the teacher education curriculum areas.

## Methodology

A responsive multicultural curriculum in the preparation of teachers, in part, requires an examination of the value of knowledge. This knowledge is thought of in relationship to the social conditions of learners. Much of the recent literature on the socialization of prospective teachers has focused on the methodological and curricula processes for assisting prospective teachers in the reconstruction of their schema for responsive and effective teaching in diverse school settings (Liston & Zeichner, 1987; Zeichner & Gore, 1990; Sirotnik, 1990).

### Underlying assumptions

Burnstein & Cabello (1989) presents two major methodological assumptions of the multicultural curriculum. First, teaching is a complex activity that requires not only technical knowledge and skills but also the ability to reflect upon teaching and to make decisions based on sound educational principles. Therefore, metacognitive instructional processes are necessary to assist student in reconstruct appropriate attitudes, values, skills, and knowledge. Second, effective teachers are viewed as decision makers. That is, they are individuals who can analyze the effectiveness of educational decisions, based on their knowledge of theory, curriculum and instructional methods, and then make appropriate

instructional decisions based on their analysis.

**Instructional Objectives**

Objectives are important in the development of instructional activities, content selection, teaching process, assessment, and evaluation. Burnstein & Cabello (1989) says that the following instructional objectives, among others, are primary.

1. To assist teachers n examining their beliefs about culture.
2. To develop teachers' knowledge about culturally diverse students.
3. To develop teachers' abilities to adapt to the diverse needs of their students.

**Instructional Process**

Learning is a developmental process. It is highly dependent upon the dispositions of the individual learner. Often, changes affective learning of attitudes and values take time. Consequently the instructional process need to accommodate the varying individual learning styles and preferences among learners. Such a process, according to Banks (1991) should provide prospective teachers with opportunities to acquire knowledge of how to investigate and determine how cultural assumptions, frames of references, perspectives, and the biases within a discipline influence the ways knowledge is constructed.

To provide these types of learning opportunities Banks (1991) recommends a four level instructional process. Each of these levels: (a) awareness, (b) knowledge, (c) acquisition and application skills, and (4) reflection, focus on four stages of development.

**Awareness**. Teachers learn about the importance of beliefs and attitudes in educating culturally diverse students.

**Knowledge**. Knowledge about culturally diverse students is infused in each course.

**Acquisition and Application of Skills**. Skills are emphasized through an experimental model which fosters both the acquisition and the maintenance of skills.

**Reflection**. The process of reflection is emphasized throughout the program so that teachers know not only how to use a skill but whether and when to employ a particular skill.

**Collaboration in Learning**

The collaborative learning approach is a process of mutual adaptation of goals, interests, values and experiences about the organization and content of learning. It is especially designed to accommodate educational reform (Posner, 1992; Nagel, 1988; Gorter, 1987). Collaboration affords active participation by students, teachers, administrators, parents, and members of the community in decisions that affect teaching and learning. This helps to lessen conflict and controversy that can arise because of vast diversity in the belief and value systems of key players in the learning process.

Using this approach, education students become active participants in their own learning, and empower themselves to think in dealing with situations in varied experiential classroom settings. It helps cooperation and communication, encourages teacher confidence, reduces teacher anxiety and helps to change teacher values, beliefs, and

expectations (Goldhammer, Anderson & Krawjewski, 1993).

**Ethnographies**

An ethnography is a richly textured description of community life that allows us to understand others on their own terms (Brodkey, 1987). According to (Finders,1992), ethnography is very powerful for helping teachers examine our own assumptions about families and children. Instead of responding to pathologies, teachers should recognize that what they observe may actually be healthy adaptations to an uncertain and stressful world. Teachers need to think about the children themselves and try to imagine the contextual worlds of their day-to-day lives.

During their field experiences in schools and communities education students may participate in everyday life, by observing and recording events and stories. Spradley (1979) states that this type of fieldwork involves the disciplined study of what the world is life to people who have learned to see, hear, speak think, and act in ways that are different. Rather than studying students, prospective teachers learn from them.

Ethnographies can help education students overcome many myths and stereotypes of the diversity of races and cultures among student populations. They are useful tools for implementing real changes in the classroom. Teachers first will begin to recognize how the layers of culture extend beyond the classroom walls. They must recognize each classroom as one fragile and accidental community with its own set of rules and expectations understood by some more clearly than by others (Brodkey, 1987).

The responsibility of the teachers then, according to Brodlkey (1987) is not to

"fix" deficient children and youth who lack the ability to think and behave properly. Rather, teachers become responsible for helping them learn how to negotiate among the many different ways with words.

Ethnographies:

1. Allow teachers to visit vicariously in the homes of students from diverse backgrounds. Understanding homes and neighborhoods better, teachers can make informed curricular decisions that connect new materials with students' life experiences.
2. By gaining understanding of ethnographic methodology, teachers can design opportunities for dynamic classroom interactions.
3. Through systematic analysis of classroom discourse, teachers can learn to become microethnographers in their own classrooms. What questions are asked? Who speaks? What texts are consistently used? Questions such as these allow teachers to discover and examine tacit assumptions operating in their classrooms.

## Study One

### Curriculum Integration of the Model

**Stability and Change in Preservice Teachers' Value Dispositions for Teaching Culturally Diverse Students**

Teaching is a complex activity which requires not only technical knowledge and skills but also the ability to reflect upon teaching and to make decisions based on sound educational principles (Schon, 1987; Carter, 1990; Sparks-Langer & Colton, 1991). Effective teachers are viewed as decision makers (Morine-Dershimer, 1989). That is, effective teachers are individuals who can analyze the effectiveness of educational decisions, based on their knowledge of theory, curriculum and instructional method. They then make appropriate instructional decisions based on their analysis of the students' instructional needs (Kemp, 1993a).

Following this research tradition in teacher education, Kemp (1992) argues that educating teachers to be responsive to the diversity in student populations constitutes a critical knowledge domain. Kemp's (1993b) study shows that preservice teachers do modify their knowledge and value dispositions for teaching culturally diverse student populations. Consequently, the curriculum integration model is designed to engage preservice teachers in processes for analyzing the assumptions which support their unique value dispositions about teaching.

Preservice teachers were provided opportunities to examine their dispositions concerning cultural diversity among student populations. They were assigned to various

schools to observe how issues of cultural diversity were addressed. Next, students reflected on their observations and wrote an analysis for presentation and discussion. The focus of this type of activity was to increase students level of awareness of diversity in schools and to examine their personal knowledge and values. Finally, students were required to determine how these observations would influence their future teaching behavior.

Ten of the students' written observations were randomly selected for analysis. In generally, all ten students exhibited a basic understanding of cultural diversity, in that they understand that it exists in the classrooms. Most indicated a basic understanding that:

1. In the classroom, more than academics must occur.
2. In order to teach a child, one must understand the realities which students bring to class.
3. The classroom is a training center for how students will function in the larger society.
4. Also, just as prejudice can be learned, so can cooperation and conflict resolution.

**Analysis of Student Observations**

Excerpts of (1) implications for teaching and (2) applications to teaching critical analyses of students' observations are illustrated in this section. After each student's experts the researcher's critical comments to the class are provided. These comments were provided in class after the student made an oral

presentation. The comments are intended to encourage students to expand their level of understanding of the complexity of teaching as well as of cultural diversity among student populations.

**Excerpts from Student 1's Critical Written Analysis**

Student 1: **Implications for Teaching**

The cooperating teacher used a very interesting method to get students to interact and relate with different races. Her classroom was arranged so that they were mixed according to gender and race. This teacher's goal was to teach the students to work together regardless of race or gender. They not only sat together, but she gave them assignments that required them to work together.

Student 1: **Applications to Teaching**

My class is culturally diverse. They are amazingly different. Most students in attendance are members of rival gangs, so I have to constantly watch them to make sure there are no fights. They are very mature minded and know more about adult living that other students seem to know. Some of them need immense attention to make them feel worthy and follow directions. Others try their best to avoid instruction altogether. I try to give all the students a chance to interact by including them all in class discussions. I assign group projects. I give my students opportunities to learn of different cultures by assigning reports. I have them role play students of the same and different social backgrounds.

**Critical Comments to Student 1**

**Implications for Teaching - What was observed?**

This student-teacher looked at (1) Classroom Management, (2) Social Issues that affect teaching, and (3) Gender/Race make-up of class.

**Applications to Teaching**. These issues are extremely important for (1) getting students to work together. The role playing would help students have empathy for another person. (2) The group lessons are opportunities to train students to think critically. It poses opportunities to discuss racial and personal problems students may have in the classroom.

**Other Things To Consider**. This student may also have considered: (1) different learning styles of students, (2) teaching cooperation and conflict resolution in the classroom, and (3) from group interactions, teach critical thinking. One of the important things to stress under critical thinking is the fact that public school students must determine how cultural assumptions influence the ways knowledge is constructed. That is, students must learn from whose viewpoint information is being presented.

**Excerpts from Student 2's Critical Written Analysis**

Student 2: **Implications for Teaching**

I know that my students are constantly dealing with poverty. I know that many of my students take on adult roles in the homes. One student constantly slept in class. He claimed that he had to take care of his baby sister each night. Some of the children came to school hungry. Sometimes I felt that the only reason for them coming to school was for

breakfast and/or lunch.

Student 2: **Applications to Teaching**

When teaching history from a text, which is written from the European perspective, I try to include the contributions of other cultures (Blacks, Hispanic, Asian) through discussions, I try to make them aware of the world outsidethe classroom.

**Implications for Teaching - What was observed?** Student two looked at the social, economic issues that arise in classroom. He felt that students living in poverty saw little value in school except for the breakfast/lunch programs. He was learning to sympathize and empathize with students. It is necessary that students become aware of their groups' contributions to history. Through learning about their own history, eventually they will learn of the history of others.

**Applications to teaching**. This student teacher must make sure that he/she set high expectations for these students in spite of their situations or "self-fulfilling prophesy" would come true (they are poor and see no value in school and therefore they will fail). This student teacher has the job of motivating students in spite of what they face outside school.

**Other Things To Consider**. In teaching of the contributions of cultural groups to history, the teacher must make students aware of how cultural assumptions influence how knowledge is constructed. The teacher must make it possible for each child in that class to walk in another person's footsteps. This can be done through discussions and role playing. In dealing with the deficiencies of these students, the teacher can help by referring students

to the proper social service agency.

**Excerpts from Student 3's Critical Written Analysis**

Student 3: **Implications for Teaching**

In class, the students were mixed by gender and race. They lacked many basic skills, so you have to reteach many skills. Besides academic skills, you have to go over basic skills dealing with morals and values before you teach your regular lessons.

Student 3: **Applications to Teaching**

I want the students to know each other as human beings and as friends. I would have different days on which tocelebrate a culture. They would dress according to their cultural background, and talk about their culture. I try to help them understand that everyone is created equal, and

everyone should love and be loved.

**Implications for Teaching - What was observed?** This student teacher noticed: (1) that grouping was done by gender and race, and (2) that skills had to be retaught, and (3) that the teacher had to sometimes teach the difference between right and wrong.

**Applications to Teaching.** From the narrative, it seemed as if the co-operating teacher was using the grouping situation to teach cooperation and conflict resolution.

**Other Things To Consider**. The learning styles of boys and girls are very different. What is good for males is not necessarily good for females. Female students are not seen as educationally different from males - but they are. Gender is a consideration that makes a difference in American schools.

**Excerpts from Student 4's Critical Written Analysis**

Student 4: **Implications for Teaching**

The new American family values, and increased cultural diversity affects how the family is structured. Changes in American family patterns will likely influence one's interactions with students and their parents.

Student 4: **Applications to Teaching**

I would teach self esteem. I want the students to be proud of their families and who they are and where they came form.

**Implications for Teaching - What was observed?** Family structures have changed. These changes have brought about changes in the student populations. Teachers know that if they are to work with the students, the families must be involved. Students must feel proud of their family. Self esteem must be fostered in the classrooms.

**Applications to Teaching.** Develop some techniques for teaching self esteem. An important issue is that if the teachers show pride in the student, they will begin to have pride in themselves. These practices must occur throughout the entire curriculum. Students must be made aware that they are capable of doing great things.

**Other Things To Consider**. The family is an integral part of the educational process. The family should be included in instruction as much as possible. Assignments can be given that involves the family participation.

**Excerpts from Student 5's Critical Written Analysis**

Student 5: **Implications for Teaching**

I find that most lower income children get less sleep, less nutritional foods, and less academic help at home. Students who came from low economic background did not seem to do as well as those from the middle economic backgrounds.

Student 5: **Applications to Teaching**

The school should try to instill cultural pride in all ethnic groups (Native American, Hispanic, African-American, Asian, etc.). I will try to invite ethnically differentguest speakers. I will have different books on different cultures. I will also have different pictures in the classroom in which all ethnic groups are represented.

**Implications for Teaching - What was observed?**

Social-economics issues are constantly present in classrooms. They are other issues of which teachers must be aware. Many children come to school ill prepared to learn. This student teacher is recognizing the social-economic differences and the cultural differences of the students in the class.

**Applications tin Classroom.** This student teachers made efforts to address the deficiencies seen in the missing cultural aspect. The social and economic components must also be addressed in the classroom. These issues are very difficult to deal with. However, the student teacher can use every opportunity to train students to empathize with each other.

**Other Things to Consider**. The classroom is a miniature world. Many times, the child's only opportunity to learn something needed to exist in the world, will be in that classroom. Anti-racist education, cooperation, empathy, conflict resolution are sometimes only taught in the classrooms.

**Excerpts from Student 6's Critical Written Analysis**

Student 6: **Implications for Teaching**

If I am to handle cultural diversity in the classroom, I must know something about my students.

Student 6: **Applications to Teaching**

I have to organize my classroom and provide activities where the educationally sound students interact with the academically weak students, so that no one feels different or left out. I'd like to have group project involving everyone, in which students can learn to interact with each other.

**Implications For Teaching - What was observed?**

A teacher must always to aware of the problems that children bring to school.

**Applications to Teaching.** Involving students in group interactions is important. Students learn how to relate to each other. They learn how to accept others' viewpoints.

**Other Things To Consider**. An important outcome of a child's education should be critical thinking and conflict resolution. Group interactions in the classrooms are excellent ways to train students in these skills.

**Excerpts from Student 7's Critical Written Analysis**

Student 7: **Implications for Teaching**

A child who come from a poor family, has little parental guidance or supervision of home studies does not feel that school is a priority. A student who is deprived of basic needs is virtually unable to concentrate on school studies. The students who stay up extremely late at night, do not come to class prepared to learn.

Student 7: **Applications to Teaching**

It is essential for any teacher in the classroom to be equipped to cope with the many dimensions of student diversity. Students who are hungry, lacking sleep, uncertain of where he and his family will sleep for the night, cannot concentrate on lessons being presented. Teachers must be aware of the problems that many of these children face. This is a first step in dealing with cultural diversity.

**Implications for Teaching - What was observed?** Economics issues and family problems constantly affect students. Sometimes the teacher is not able to handle these problems alone. That is why it is important to make referrals to human service agencies.

**Applications to Teaching**. The first step in dealing with a problem is recognizing that it exist. A teacher may not be able to handle all of the students' problems, but by the very fact that the teacher is trying, the student may learn how to help someone else through the teachers' efforts. A child can learn kindness, tolerance, understanding, patience, and co-operation from the example of a teacher.

**Other Things to Consider**. Education does not only involve the transference of factual knowledge. Education involves the whole child. We must make a point of trying to teach the child spiritually, morally, psychologically, and physically. Many times, a teacher can do this through the little actions in the classroom.

**Excerpts from Student 8's Critical Written Analysis**

Student 8: **Implications for Teaching**

In every class, there are differences in students. There are social and economic differences, racial and cultural differences. Some students are handicapped, and some speak different languages. All these factors must be looked at in educating the students.

Student 8: **Applications to Teaching**

I would try to do my best to provide my students with things that help them learn. I would try to be patient and repeat things. I would try to make my lessons interesting, and vary the type of instruction to accommodate the learning styles of the children.

**Implications for Teaching - What was observed?** This student noticed that (1) classroom management of the classroom conditions, and (2) diversity as it relates to students' physical and language differences.

**Applications to Teaching.** In classrooms with children who have physical and language differences, the teacher must first accommodate the learning styles of all the students in the class. Students must be taught to deal with each others differences in an open manner. We must create a caring community within the classroom. Classrooms in which there are students with physical handicaps and language differences offer

opportunities to teacher "global education" - that is, students can be taught of the multi-diversities of others (gender, health, physical and mental abilities, lifestyles, family structure, class, economic status, etc.)

**Other Things to Consider**. The learning style of each and every child must be considered. It will not always to possible for the teacher to accommodate all children with each lesson, but an effort must be made to include as many as possible in lessons.

**Excerpts from Student 9's Critical Written Analysis**

Student 9: **Implications for Teaching**

Cultural diversity can help to provide the understanding and insight needed for more effective instruction. Recognizing diverse needs will help me to better understand students'behaviors and perhaps increase my insights on how to respond.

Student 9: **Applications to Teaching**

One of my biggest challenges as a teacher will be to provide a variety of experiences and learning encounters to accommodate the learning styles and abilities of my diverse class of students. Schools and teachers provide an anchor or a source of stability for students experiencing rapid change in their lives. I would have some methods to deal with having some basic idea of how to produce a society with understanding.

**Implications for Teaching - What was observed?** Student teacher 9 sees the important of recognizing the diversity of students and making efforts to respond to student differences.

**Applications to Teaching**. (1) Varying learning activities to meet differences is very important. (2) Working to produce a society with understanding is necessary if these students are to make contributions to the world community.

**Other Things to Consider**. Producing a society with understanding begins in the classroom. Students must be taught how to deal with different viewpoints. They must be given moral training so that they will be able to make good choices. Group activities can encompass these skills.

**Excerpts from Student 10's Critical Written Analysis**

Student 10: **Implications for Teaching**

Teachers do not express the important of teaching students about other cultures. As teachers, we have the responsibility of making sure that students understand each other's culture, and not only the culture, but the person. It is up to us to let them know when someone is experiencing discrimination. Students should understand that each culture has made a mark on society.

Student 10: **Applications to Teaching**

Students must receive more than text book education. Each month, I would focus on a certain culture. We would discuss why different cultures do things differently. Students will learn to respect each other's opinions, contributions, and selves.

**Implications for Teaching - What was observed?** Students must get to know the cultures of others, and the contributions of each culture. They must also know each other personally. They must learn to recognize discrimination.

**Applications to Teaching**. The only place where many students will learn **anti-racist education** is in the classroom. The only place where students will learn to accept other view points will be in the classroom. The teacher must take every opportunity to teach these skills.

**Other Things to Consider**. This student may have realized that: (1) More than academics occur in classrooms. (2) A teacher must understand the problems that a child brings to class. (3) The classroom is a training center for how students will react in society. and (4) Just as prejudice can be taught, so can cooperation and conflict resolution.

## Summary

Issues involving diversity among student populations require teachers to become positive participants in the events that shape students' lives. Excerpts of preservice teachers' observations of diversity in schools suggest that this domain of knowledge is highly valued by this group of education majors.

Much the ten students' observations were biased by their personal knowledge of education and schooling. This was expected since they had not completed any of their professional and specialty education courses. It is acknowledged that knowledge of students' cultural diversity can't be imposed. Rather, such knowledge must be experienced.

## Study Two

## Value of Expectancy and Achievement in Shaping Student Teachers Competence for Accommodating Diversity among Student Pupulations

It was the purpose of this study to examine the diversity of student teachers, field-based supervisors or cooperating teachers, and college-based supervisors' expectations and perceptions of achievement for the student teaching internship. Given the increasing diversity among student populations in schools, it was anticipated that differences in the nature of knowledge for the practice of teaching would differ among student teachers, field-based supervisors, and college-based supervisors. A second purpose was to describe one process for accommodating students' diversity in a the teacher preparation program.

### Theoretical Framework for the Study

#### Cognition in Diverse School Settings

The earlier research on cognition advanced by Bartlett, (1932) proposed two major conceptualizations for understanding knowledge acquisition in social contexts. These constructs included simplification by isolation and simplification by integration. Bartlett, (1932) argued in favor of simplification by integration. This construct, suggested that in complex real-world learning, such as the practice of teaching in diverse school settings, individuals simultaneously integrate multiple events. Thus, level of cognition was dependent upon the learners' characteristics.

Later, in support of the simplification by integration, Lewin (1951) proposed a field theory. The field theory construct helped to explain the multi-dimensionality of the relationship between an individual's expectations and achievement in social contexts. According to Lewin (1951), cognition of real-world events included both the person and the psycho-social situation. Moreover, an individuals' performance was a function of the situation at a given time. Consequently, cognition by isolation of specific attributes of events appeared to have little relevance to changing situations in the social context of schooling.

In teacher education, Day (1959) presented initial research in support of the simplification by integration construct and field theory. In a follow-up study of beginning teachers, Day (1959) concluded that the teacher education program exerted little influence on teachers' attitudes and performance in actual teaching. This tradition of research has continued in teacher education with a distinct focus on the context and cultures of teaching (Smith & Geoffrey, 1968; Feiman-Nemser & Floden, 1986); teacher socialization (Lortie, 1975; Zeichner & Gore, 1990; Goodlad, 1990b) teachers' knowledge (Carter, 1990); and cognition and interactive processes (Schon, 1987; Shavelson & Stern, 1981). The emphasis on process, content, and context provided an expanded conceptual framework for understanding the acquisition of the practice of teaching.

**Expectancy and Achievement**

Educators have recognized the crucial role of expectancy in teacher education (Day, 1959; Jacobs, 1968; Wright & Tuska, 1968; Fuller & Brown, 1975; Liston & Zeichner, 1987; Wildman & Niles, 1987; Marso & Pigge, 1987; Brousseau, Book, & Byers, 1988). This research tradition in expectancy and teaching examined both process and context assumptions about teacher socialization.

The positive relationship between expectancy and achievement has been supported (Tolman & Brunswik, 1935; Ajzen & Fishbein, 1954; Peak, 1955; Atkinson & Reitman, 1956; Rotter, 1955; Atkinson, 1957; Vroom, 1964; Fishbein, 1966; Wahba, & House 1972; Fishbein & Ajzen, 1975). These researches agreed that expectancy and performance were a function of a goal-directed tendency. This tendency toward a particular goal was both a function of a) strength of the motive, or need, and b) the strength of the expectancy arouse by factors in the situation. In addition, regardless of the individual's level of motivation and expectancy, achievement was influenced by three innate and acquired dispositional systems. These included the individual's a) discrimination, b) belief-expectancy, and c) drive incentive systems (Tolman & Brunswik, 1935).

Rotter (1955) found that individuals who a) held high expectations for behavior and b) were confident of attaining those expectations, continued to persist in those behaviors. Thus high behavior potential, and high expectancy confidence were associated with high persistence or achievement. In comparison, low behavior potential and low

expectancy confidence were related to low performance. Consequently, the relationship between expectancy and achievement was anticipated from the premise that the individuals' expectations were assumed to be reflections of their motivation to perform.

The Fuller and Brown (1975) theoretical conceptualization of the teacher's life space underlies the conceptual basis of expectancy and the process of becoming a teacher. One fundamental process of becoming a teacher, according to Fuller and Brown (1975), involved the interaction of three components with which the preservice teacher must cope. The first component consisted of the internal self-evaluations in setting personal expectations for learning how to teach competently. The second component consisted of self-observations of the quality of experiences for achieving these expectations. The external self-evaluation, of the actual degree to which these expectations were achieved, was the third component.

**Curriculum and Pedagogy**

Curriculum theorists (Berliner, 1985; Giroux, 1988; Goodlad, 1990a; Schon, 1987; Evertson, 1990; Kemp, 1992) emphasized the importance of engaging students in authentic, real-world tasks. Real-world tasks seem more motivating and have greater transferability than more traditional, decontextualized academic tasks. Good (1990) stated that preservice teachers need to know how to translate knowledge in ways that students can understand and internalize. Therefore, engaging prospective teachers in the process of the pedagogy as they acquire or demonstrate knowledge in the academic subject matter is a powerful pedagogical strategy. This view of curriculum and pedagogy recognizes the

value of the individual in the social context.

Soder (1990) argued that the basis for curriculum and pedagogy must include the nature of the relationship between those who teach and those who are taught. This relationship more often is characterized by the lack of parity in power, knowledge, and volition that intensifies the nature of moral responsibility. In preparing teachers for diversity, the ethical as well as the moral conditions of curriculum and pedagogy are important components.

Sirotnik (1990) articulated several dimensions of the ethical responsibility for preparing teachers. The curriculum, according to Sirotnik (1990), must nurture and encourage prospective teachers to a) exercise the capability of human inquiry; b) develop a commitment for knowledge; c) acquire a high level of professional competence; d) possess a capacity for caring; and e) to recognize the attributes of freedom, well-being, and social justice for all individuals.

Thinking must be linked to the practice of teaching (Dewey, 1967; Schon, 1987). Knowledge must be acquired through explanation, interpretation, and understanding in the context of human beings. Curriculum and pedagogy must require the best practice and the highest professional competence (Evertson, 1990; Good, 1990; Reynolds, 1989). Prospective teachers will teach in diverse school settings that require a caring relationship among people that is basic to the human condition (Noddings, 1984). In diverse school systems, the curriculum for prospective teachers must enable them to make rational decisions which are responsive to the freedom, well-being, and fairness of all people

(Ryan, 1987; Tom, 1984).

Curriculum and pedagogy for preparing teachers to accommodate diversity in schools must recognize the diversity among prospective teacher as a legitimate process variable. Grant and Secada (1990) stated that efforts to prepare all teachers to teach all students have been inadequate, and argued in favor of programs that recognize accommodating diversity among prospective teachers of all ethic groups. This argument seems reasonable in view of the fact that diversity among school populations will continue to increase.

**Assumptions of the Study**

1. It was assumed that student teachers' intellectual, moral, and ethical psycho-social expectations of student teaching were associated with the range of diversity that exists among students, teachers, and other persons associated with education.
2. Student teachers' perceptions of achievement were associated with their expectations for the student teaching internship.
3. Efforts to accommodate diversity among PK-12 students must ultimately recognize and accommodate the variability of diversity among preservice teachers' knowledge, beliefs, and values.

**Hypotheses**

1. There is no statistically significant difference among student teachers', field-based supervisors', and college-based supervisors' expectations and perceptions of achievement during teaching.

2. There exists minimal differences among student teachers', field-based supervisors', and college-based supervisors' expectations and perceptions of achievement during teaching teaching.

## Methodology

### Sample

A nationally represented sample was drawn from 44 teacher education programs located in 30 states. There were 1,821 student teachers, 692 cooperating teachers and 84 college supervisors who participated in this study. From this group, a random sample (Sample = 60) was drawn to test the two hypotheses of the study. The random sample consisted of 1,072 student teachers, 415 field-based supervisors, and 50 college-based supervisors.

### Design

A pre-post test design was used to test the relationship among student teachers', college-based supervisors', and field-based teachers' expectations and achievement for the student teaching internship. These participants voluntarily responded to an inventory that measured ten generic outcomes for student teaching and forty performance indicators of these outcomes. The pre inventory was administered during the first two weeks of the internship. The post inventory was completed during the last two weeks.

Instrumentation

Data was gathered using *Kemp's Inventory for Student Teachers to Indicate Their Expectations of Achievement and Opportunities to Perform Indicators of these Expectations- Form A; and Kemp's Inventory for Student Teachers to Indicate Degrees of Their Achievement and Opportunities to Perform Indicators of the Expectations-Form B*. Alternate Form A and Form B of the inventories were designed and administered to field-based and college-based supervisors. Both inventories used a Likert-type response scale. On areas one through eight of the inventories, the scale categories for expectations and perceptions of achievement were 1) very low, 2) low, 3) moderate, 4) high, and 5) very high. For areas nine and ten, the scale categories were 1) strongly disagree, 2) disagree, 3) undecided, 4) agree, and 5) strongly agree.

The inventories were mailed to the directors of clinical and field experiences for collecting the data. In most situations, the college-based supervisors administered the inventories to the student teachers. In some cases, they were administered by the directors of clinical and field experiences. Except in one situation, both field-based and college-based supervisors returned their inventories directly to the researchers of this study.

All inventories, for each subgroup of the sample, consisted of ten generic knowledge domains relative to the practice of teaching. These domains were 1) instructional, 2) pupil assessment, 3) teacher-self, 4) motivational, 5) social, 6) school management, 7) teaching assessment, 8) teaching media, 9) attitudinal, and 10) career. There was a total of forty performance indicators of these ten dimensions, four for each

dimension. The ten knowledge based dimensions were derived from the literature on teaching and student teaching. They constituted the parameters of the practice of teaching in this study.

## Statistical Analysis

To test the null hypothesis of this study, the ANOVA test was employed to determine levels of statistically significant difference among the sub-sample's mean scores. The ANOVA test produces the F-ratio by dividing the between group variance by the within-group variance. The greater the variation between groups as compared with the variation within groups, the greater will be the size of the F-ratio.

The mean statistics were used to test hypothesis two. The possible range in mean scores was a low of M=1.0 to a high of M=5.0. The higher mean scores were associated with higher level of expectations and higher levels of perceived levels of achievement.

## Results

The findings reported in Tables 1 through 9 indicated that there were statistically significant differences on all mean expectations and perceptions of achievement scores among the subgroups. Therefore, the null hypothesis, was rejected. In addition, the data (See Tables 1 through 9) revealed that, among the subgroups of the study, there were minimal differences among their expectations and perceptions of achievement during student teaching.

**Instructional Dimension**

In Table 1, the F-ratios of the mean expectation and College-Based Supervisors achievement scores were statistically significant at ($p<.05$). These results suggest that

Table 1

Mean and F-ratio scores for the Instructional Expectations and Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC | EL | SP | SC | FBS | CBS | |
| | n= | n= | n= | n= | n= | n= | |
| | | 108 | 478 | 71 | 405 | 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectations** | | | | | | | |
| 1. Analyze instructional needs | 4.0 | 3.8 | 3.8 | 3.3 | 3.7 | 3.5 | 20.3* |
| 2. State objectives | 4.2 | 3.9 | 3.9 | 3.5 | 3.8 | 3.8 | 09.7* |
| 3. Alternative methods | 4.0 | 3.9 | 3.8 | 3.3 | 3.7 | 3.5 | 23.6* |
| 4. Classroom management | 4.0 | 3.9 | 3.7 | 3.4 | 3.8 | 3.6 | 17.3* |
| **Achievement** | | | | | | | |
| 1. Analyze instructional needs | 3.9 | 3.8 | 3.7 | 3.5 | 3.4 | 2.8 | 15.9* |
| 2. State objectives | 3.9 | 4.0 | 3.9 | 3.7 | 3.6 | 3.0 | 14.3* |
| 3. Alternative methods | 3.8 | 3.8 | 3.8 | 3.5 | 3.4 | 2.7 | 17.0* |
| 4. Classroom management | 4.0 | 4.0 | 3.8 | 3.6 | 3.5 | 2.9 | 21.7* |

* = $p < .05$. EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS =

the student teachers', field-based supervisors', and college-based supervisors' knowledge about the nature of instruction differ.

The mean expectation scores on the four instruction variables ranged from (M=3.3, moderate expectation) to (M=4.0, high expectation). Thus the four sub-groups of student teachers, cooperating teachers, and the college-based supervisors held only moderate to high expectations for instruction. In contrast, the perceptions of achievement mean score ranged from (M=2.7, low achievement) to (M=4.0, high achievement). There existed a greater diversity among the subgroup's perceptions of achievement. However, differences were only minimal between mean expectations and mean perceptions of achievement scores among all subgroups.

**Pupil Assessment**

Expectation and achievement data for pupil assessment dimension are presented in Table 2. The F-ratio values were statistically significant among the sub-groups for 1 - diagnosis student needs, 2 - teacher made tests, 3 - consult students' parents, and 4 - teacher-student conferences. Student teachers, cooperating teachers, and college-based supervisors held different conceptualizations of pupil assessment. The mean level of difference for expectations ranged from M=2.4 (low) to M=3.6 (moderate). In contrast, the mean level of achievement ranged from M=1.9 (very low) to M=3.4 (moderate). These findings suggest that the sub-groups' knowledge, values, and attitudes about the pupil assessment practices became increasingly diverse during the student teacher internship.

Table 2

Mean and F-ratio Scores for Pupil Assessment Expectations and Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC | EL | SP | SC | FBS | CBS | |
| | n= | n= | n= | n= | n= | n= | |
| | | 108 | 478 | 71 | 405 | 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectations** | | | | | | | |
| 1. Diagnose student needs | 3.6 | 3.4 | 3.3 | 3.1 | 3.2 | 3.0 | 12.7* |
| 2. Teacher-made tests | 3.5 | 3.3 | 3.3 | 3.2 | 3.0 | 2.8 | 10.5* |
| 3. Consult students' parents | 3.0 | 3.1 | 2.9 | 2.6 | 2.5 | 2.4 | 24.5* |
| 4. Teacher-student conferences | 3.4 | 3.3 | 3.2 | 2.9 | 2.9 | 2.8 | 14.5* |
| **Achievement** | | | | | | | |
| 1. Diagnosed student neds needs | 3.5 | 3.4 | 3.3 | 3.2 | 3.2 | 2.4 | 09.2* |
| 2. Teacher-made tests | 3.0 | 3.0 | 3.3 | 3.3 | 2.9 | 2.5 | 07.3* |
| 3. Consulted students'parents | 2.4 | 2.9 | 2.6 | 2.5 | 2.4 | 1.9 | 10.0* |
| 4. Teacher-student conferences | 2.9 | 3.1 | 2.9 | 2.9 | 2.8 | 2.3 | 04.9* |

* = $p < .05$.

EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS = College-Based Supervisors

As anticipated, levels of perception of achievement among the four sub-groups were lower than levels of expectation for student teaching. Of the four pupil assessment

variables, consult student parents and teacher-student conferences received lower perceptions of achievement during the student teaching internship. The achievement mean score (Table 2) ranged from M=1.9 (very low) to M=2.9 (low). In contrast, mean expectation scores were slightly higher with a mean range of M= 2.4 (low) to M=3.4 (moderate).

**Teacher-Self Dimension**

Expectation and achievement of the teacher self-dimension are illustrated in Table 3. The F-ratios, for both expectation and achievement variables, were statistically significant for critiquing from students, accepted mistakes, empathize with student and respond to students genuinely.

Mean expectation scores ranged from M=2.7 (low) to M=4.3 (high). In comparison, mean perceptions of achievement scores ranged from M=2.4 (low) to M=4.4 (high) Differences between expectation and achievement scores were minimal. However, mean achievement scores were generally higher than mean expectation scores (see Table 3).

Table 3

Mean and F-ratio scores for Teacher-Self Expectationsand Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC | EL | SP | SC | FBS | CBS | |
| | n= | n= | n= | n= | n= | n= | |
| | | 108 | 478 | 71 | 405 | 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectation** | | | | | | | |
| 1. Critiquing from students | 3.8 | 3.6 | 3.4 | 3.4 | 2.8 | 2.7 | 47.7* |
| 2. Accept mistakes | 4.3 | 4.1 | 3.8 | 3.8 | 3.8 | 3.7 | 16.0* |
| 3. Empathize with students | 4.3 | 4.1 | 3.9 | 3.8 | 3.7 | 3.5 | 20.8* |
| 4. Respond to students | 4.4 | 4.2 | 4.0 | 3.9 | 3.9 | 3.7 | 19.5* |
| **Achievement** | | | | | | | |
| 1. Critiquing from students | 3.8 | 3.9 | 3.3 | 3.6 | 3.3 | 2.4 | 21.2* |
| 2. Accept mistakes | 4.0 | 4.2 | 3.8 | 3.9 | 3.8 | 3.3 | 14.9* |
| 3. Empathize with students | 4.1 | 4.3 | 4.0 | 4.0 | 3.8 | 3.2 | 19.9* |
| 4. Respond to students | 4.1 | 4.4 | 4.0 | 4.0 | 3.9 | 3.2 | 20.8* |

* = $p < .05$.EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS = College-based Supervisors

**Social Dimension**

Social dimension variables are indicated in Table 4.

Table 4

Mean and F-ratio Scores for the Social Expectationsand Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC | EL | SP | SC | FBS | CBS | |
| | n= | n= | n= | n= | n= | n= | |
| | | 108 | 478 | 71 | 405 | 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectation** | | | | | | | |
| 1. Problems in perspective | 4.2 | 3.9 | 3.6 | 3.5 | 3.6 | 3.4 | 20.8* |
| 2. Communication techniques | 4.3 | 4.0 | 3.7 | 3.6 | 3.7 | 3.7 | 21.7* |
| 3. Faculty's point of view | 4.2 | 4.0 | 3.6 | 3.6 | 3.5 | 3.4 | 24.6* |
| 4. Share responsibilities | 4.4 | 4.2 | 3.9 | 3.9 | 3.8 | 3.8 | 23.2* |
| **Achievement** | | | | | | | |
| 1. Problems in perspective | 3.9 | 3.9 | 3.9 | 3.5 | 3.5 | 3.2 | 12.6* |
| 2. Communication techniques | 4.0 | 4.0 | 4.0 | 3.6 | 3.4 | 3.2 | 16.7* |
| 3. Faculty's point of view | 4.0 | 4.0 | 4.0 | 3.6 | 3.6 | 3.4 | 14.2* |
| 4. Share responsibilities | 4.1 | 4.2 | 4.1 | 3.8 | 3.8 | 3.6 | 15.8* |

* = $p < .05$.

EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS = College-Based Supervisors

The F-ratios of the mean score were (Table 4) statistically significant for each of the four variables.

Expectation mean scores ranged from M=3.4 (moderate) to M=4.4 (high). In contrast, perceptions of achievement mean scores ranged from 3.2 (moderate) to M=4.1 (high). There appeared to exist greater diversity of expectations versus those reported for perceptions of achievement (See Table 4). There were only minimal differences among expectation and achievement mean scores in favor of the expectations.

**Motivational Dimension**

Variables relative to the motivational dimension of the practice of teaching are illustrated in Table 5. These variable are 1) information to students, 2) relate content to students' experiences, 3) use students' ideas in teaching, and 4) call students' names. The expectation and perception of achievement F-ratios of the mean scores were statistically different ($p < .05$) on the four variables among the six sub-groups (See Table 5).

The expectation mean scores ranged from M=3.3 (moderate) to M=4.3 (high). In contrast, perceptions of achievement mean scores ranged from M=2.6 (low) to M=4.3 (high) (Table 5). This finding suggests that diversity of the professional practices for motivation increased among the sub-groups. There were minimal expectation and

Table 5

Mean and F-ratio Scores for the Motivational Expectations and Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC | EL | SP | SC | FBS | CBS | |
| | n= | n= | n= | n= | n= | n= | |
| | | 108 | 478 | 71 | 405 | 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectation** | | | | | | | |
| 1. Information to students about performance | 3.7 | 3.5 | 3.5 | 3.0 | 4.0 | 3.9 | 57.3* |
| 2. Relate content to students' experiences | 3.9 | 3.8 | 3.5 | 3.3 | 3.9 | 3.7 | 30.0* |
| 3. Use student ideas | 3.9 | 3.8 | 3.5 | 3.3 | 3.8 | 3.5 | 26.1* |
| 4. Call student' names | 4.3 | 4.2 | 4.0 | 3.8 | 4.3 | 4.2 | 26.5* |
| **Achievement** | | | | | | | |
| 1. Information to students about performance | 3.7 | 3.8 | 3.9 | 3.3 | 3.8 | 3.2 | 13.7* |
| 2. Relate content to students' experiences | 3.8 | 3.8 | 3.9 | 3.3 | 3.7 | 2.9 | 18.7* |
| 3. Use student ideas | 3.7 | 3.7 | 3.7 | 3.1 | 3.5 | 2.6 | 19.6* |
| 4. Call student' names | 4.2 | 4.3 | 4.3 | 3.8 | 4.1 | 3.7 | 15.3* |

* = $p < .05$.

EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS = College-Based Supervisors

perceptions of achievement differences in favor of expectations.

## School Management Dimension

Data for school management are reported in Table 6.

Table 6

Mean and F-ratio Scores for the School Management Expectations and Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC n= | EL n= 108 | SP n= 478 | SC n= 71 | FBS n= 405 | CBS n= 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectation** | | | | | | | |
| 1. School regulations | 3.7 | 3.6 | 3.3 | 3.1 | 3.5 | 3.1 | 15.3* |
| 2. Supervise school facilities | 3.7 | 3.6 | 3.2 | 3.0 | 3.4 | 2.9 | 20.4* |
| 3. School's legal regulations | 4.0 | 3.8 | 3.5 | 3.3 | 3.6 | 3.4 | 15.1* |
| 4. Schools rules | 3.6 | 3.4 | 3.1 | 3.0 | 3.2 | 2.9 | 13.8* |
| **Achievement** | | | | | | | |
| 1. School regulations | 3.3 | 3.7 | 3.2 | 2.9 | 3.4 | 2.4 | 18.7* |
| 2. Supervised school facilities | 3.4 | 3.8 | 3.2 | 2.9 | 3.4 | 2.6 | 22.8* |
| 3. School's legal regulations | 3.3 | 3.7 | 3.3 | 3.1 | 3.5 | 2.7 | 11.9* |
| 4. Schools rules | 3.0 | 3.4 | 3.0 | 3.0 | 3.1 | 2.3 | 07.1* |

* = $p < .05$.

EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS = College-Based Supervisors

The F-ratios of the mean scores for each expectation and perception of achievement

variable were statistically significant ($p < .05$). The null hypotheses was rejected. This finding suggest that student teachers, field-based supervisors and college-based supervisors held unique perceptions of the practice of teaching related to school and classroom management.

Expectation mean scores ranged from M=2.9 (moderate) to M=4.0 (high). In contrast, perception of achievement mean scores ranged from M=2.3 (low) to M=3.8 (moderate). In general, mean perception of achievement scores were lower than expectation mean scores (Table 6).

**Teaching Assessment Dimension**

Findings relative to the practice of teaching involving the assessment of teaching effectiveness are reported in Table 7. The four variables 1) assess instructional resources, 2) assess ability to sequence instruction, 3) assess ability to diagnose instructional needs, and 4) assess ability to use tests results were associated with the teaching assessment.

As indicated in Table 7, the F-ratios of the expectation and perception of achievement mean scores were statistically significant on the four variables among the sub-groups. Therefore, the null hypothesis of no significant difference among student teachers, cooperating teachers, and college-based supervisors' pedagogical perceptions of the practice of teaching was rejected.

Table 7

Mean and F-ratio Scores for the Teaching Assessment Expectations and Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC n= | EL n= 108 | SP n= 478 | SC n= 71 | FBS n= 405 | CBS n= 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectations** | | | | | | | |
| 1. Assess instructional resources | 4.3 | 4.1 | 3.9 | 3.8 | 3.9 | 3.8 | 12.6* |
| 2. Assess ability to sequence instruction | 4.3 | 4.1 | 3.9 | 3.8 | 3.9 | 3.8 | 12.0* |
| 3. Assess ability to diagnose instructional needs | 4.1 | 4.1 | 3.9 | 3.8 | 3.8 | 3.7 | 12.1* |
| 4. Assess ability to use | 4.1 | 4.0 | 3.9 | 3.8 | 3.7 | 3.6 | 13.8* |
| **Achievement** | | | | | | | |
| 1. Assess instructional resources | 4.0 | 4.2 | 3.9 | 3.8 | 3.7 | 3.7 | 13.4* |
| 2. Assess ability to sequence instruction | 4.0 | 4.2 | 3.9 | 3.9 | 3.7 | 3.4 | 13.2* |
| 3 Assess ability to diagnose instructional needs | 3.9 | 4.0 | 3.9 | 3.7 | 3.7 | 3.2 | 10.6* |
| 4 Assess ability to use | 3.7 | 3.9 | 3.7 | 3.7 | 3.5 | 3.1 | 9.6* |

* = $p < .05$.

EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS = College-Based Supervisors

The expectation mean scores ranged from M=3.6 (moderate) to M=4.3 (high). In contrast, perceptions of achievement mean scores ranged from M=3.1 (moderate) to M=4.2 (high). There were minimal differences among expectation and achievement mean scores in favor of expectation mean scores.

**Teaching Media Dimension**

The variables associated with teaching media were 1) use diagrams,

Table 8

Mean and F-ratio Scores for the Teaching Media Expectations and Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC | EL | SP | SC | FBS | CBS | |
| | n= | n= | n= | n= | n= | n= | |
| | | 108 | 478 | 71 | 405 | 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectations** | | | | | | | |
| 1. Use diagrams | 3.8 | 3.7 | 3.4 | 3.3 | 3.2 | 3.1 | 17.5* |
| 2. Use charts | 3.8 | 3.8 | 3.4 | 3.2 | 3.3 | 3.1 | 22.4* |
| 3. Make use of pictures | 3.8 | 3.7 | 3.5 | 2.9 | 3.1 | 3.0 | 36.8* |
| 4. Use audio recorder | 3.8 | 3.7 | 3.5 | 2.9 | 3.1 | 3.0 | 46.6* |
| **Achievement** | | | | | | | |
| 1. Used diagrams | 3.5 | 3.6 | 3.2 | 3.1 | 3.2 | 2.5 | 11.5* |
| 2. Used charts | 3.8 | 3.7 | 3.2 | 3.0 | 3.3 | 2.7 | 15.7* |
| 3. Made use of pictures | 3.9 | 4.0 | 3.7 | 3.2 | 3.4 | 2.7 | 26.8* |
| 4. Used audio recorder | 3.4 | 3.5 | 3.3 | 2.8 | 2.9 | 2.5 | 14.9* |

* = $p < .05$.

EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS = College-Based Supervisors

2) use charts, 3) make use of pictures, and 4) use audio recorder (Table 8). The F-ratios for the mean scores on each of these four variables were statistically significant. Thus, the null hypothesis was rejected.

Mean expectation scores ranged from M=2.9 (low) to M=3.8 (moderate). In contrast, achievement mean scores ranged from M=2.5 (low) to 4.0 (high). There existed minimal differences among expectation and perception of achievement scores in favor of expectations.

**Attitudinal Dimension**

Scores on the attitudinal dimension variable represent the degree to which the sub-groups agreed with the statements. The F-ratios (See Table 9) of the mean scores were statistically significant at ($p < .05$). The null hypothesis was rejected. This finding suggest that student teachers, field-based supervisors, and college-based supervisors held similar but unique expectations and perceptions of achievement for student teachers.

The expectation mean scores ranged from M=3.1 (moderate) to M=4.2 (high). In contrast, the perception of achievement mean score ranged from M=2.9 (low ) to M=4.3 (high). Differences between mean scores for attitudinal expectation and perceptions achievement were minimal.

Table 9

Mean and F-ratio Scores for the Attitudinal Expectations and Perceptions of Achievement

| | Subgroups | | | | | | |
|---|---|---|---|---|---|---|---|
| | EC | EL | SP | SC | FBS | CBS | |
| | n= | n= | n= | n= | n= | n= | |
| | | 108 | 478 | 71 | 405 | 415 | 50 |
| Variables | M | M | M | M | M | M | F |
| **Expectation** | | | | | | | |
| 1. Teaching is complex | 3.1 | 3.1 | 3.0 | 3.1 | 3.6 | 3.7 | 14.5* |
| 2. Teaching involves dissatisfaction | 4.2 | 4.2 | 3.9 | 3.9 | 4.1 | 4.1 | 24.1* |
| 3. Teacher and student beliefs are important in teaching | 4.2 | 4.2 | 3.9 | 3.9 | 4.1 | 4.1 | 17.0* |
| 4. Teaching demands assessment of teaching performance | 4.2 | 4.2 | 3.9 | 4.0 | 4.3 | 4.2 | 11.7* |
| **Achievement** | | | | | | | |
| 1. Teaching was complex | 3.9 | 4.2 | 4.2 | 4.0 | 4.3 | 3.7 | 08.1* |
| 2. Teaching involved dissatisfaction | 2.7 | 2.9 | 3.4 | 3.2 | 3.9 | 3.3 | 36.2* |
| 3. Both teachers and student beliefs were important | 4.0 | 4.4 | 4.6 | 4.0 | 4.2 | 3.3 | 13.6* |
| 4. Teaching demanded assessment of teach ing performance | 4.0 | 4.4 | 4.3 | 4.1 | 4.2 | 3.4 | 11.6* |

* = $p < .05$.EC = Early Childhood, EL = Elementary, SP = Special Education, SC = Secondary, FBS = Field-Based Supervisors, CBS = College-Based Supervisors

Early childhood (M=4.2, agree) and elementary (M=4.2, agree) student teachers

held high attitudinal expectations for variable 2-teaching involves dissatisfaction. Both sub-groups agreed highly that teaching would involve high degrees of dissatisfaction. However, these sub-groups, EC (M=2.7, disagreed) and EL (M=2.9, disagreed) reported lower perceptions at the end of student teaching. These differences were larger than had been anticipated and were not in support of hypothesis two.

In comparison, on the variable teaching is complex, special education (SP) and secondary (SC) pre and post mean scores did not support hypothesis two. On the pretest, both special education (M=3.0, undecided) and secondary education majors (M=3.1, undecided) were not sure whether teaching was complex. However, on the posttest of attitudinal achievement, both sub-groups agreed that teaching was complex (SP, M=4.2-agreed) and (SC, M=4.0-agreed).

**Summary of the Findings**

Sub-group expectation and perception of achievement mean scores were statistically significant on each of the thirty-six variables. These findings rejected the null hypothesis of no significant difference among student teachers', field-based supervisors', and college-based supervisors' expectations and perceptions of achievement during the student teaching. The findings were, however, in support of the theoretical literature on cognition by integration.

In general, expectations and perceptions of achievement differences were minimal on all thirty-six variables among the six sub-groups. These findings were in support of hypothesis two. Thus student teachers', field-based supervisors', and college-based

supervisors' pre and posttest perceptions of the practice of teaching were minimal.

**Curriculum and Instructional Implications**

The findings of this study support the theoretical and experimental research that learning through integration is a powerful premise for accommodating diversity among preservice teachers. If teachers are to be prepared for diversity in PK-12 schools, then the teacher education programs must ultimately recognize and build upon the variations in preservice teachers' diversity ( Kemp, 1992) argued that the teacher education curriculum must evolve through a responsive-collaborative paradigm that includes the perceptions of all those responsible for educating all students. The teacher education curriculum should infuse the school and community system's cultural, social, political, and educational ethos into the knowledge base of teaching if teachers are to be prepared for diversity (Kemp, 1992).

There are several curriculum and instructional implications for enabling majors to accommodate, to some degree, the variations of diversity among student populations. First, it is important to recognize the collaborative nature of pedagogy. Prospective teachers' values, expectations, and acquired knowledge must help to establish the conditions of learning that they will establish in their own schools and classrooms. In this way, future teachers will realize the critical importance of including the value, expectations, and other variations of diversity among children and youth into the educational process. Second, the curriculum must involve prospective teachers in the problems and dilemmas arising out of the conflicts between schooling and education,

reality and idealism, as well as rights and interests of individual students and special-interest groups. Finally, future teachers need many opportunities to examine their moral obligations for ensuring equitable access to the best education for all children and youth (Fenstermacker, 1990). In the following sections, elements of a teacher education program are discussed relative to preparing preservice teachers to accommodate diversity in schools.

**Collaboration in Learning**

The teacher education program where this research was conducted uses a collaborative approach. This approach is a process of mutual adaptation of goals, interests, values and experiences relative to the organization and content of learning designed to accommodate educational reform (Posner, 1992; Nagel, 1988; Gorter, 1987).

Collaboration affords active participation by students, teachers, administrators, parents, and members of the community in decisions that affect teaching and learning. This helps to minimize conflict and controversy that can arise as the result of vast diversity in the belief and value systems of key players in the learning process.

Using this approach, students are active participants in their own learning, and are empowered to think for themselves in dealing with situations in varied experiential classroom settings. It facilitates cooperation and communication, encourages teacher confidence, reduces teacher anxiety and facilitates change in teacher behavior (Goldhammer, Anderson & Krawjewski, 1993). College-based supervisors, field-based supervisors, course professors, prospective teachers, and others must work as partners to

design the curriculum, nature of instruction, and educational experiences to accommodate the diversity in PK-12 schools.

**Nature of the Curriculum**

The body of literature on curriculum development for teacher education suggests that curriculum means different things to different people (Posner, 1992). The curriculum is influenced by tensions arising out of political, social, economic, and philosophic differences. Differences in values, beliefs, and theoretical orientations also influence the nature of the teacher education curriculum. The teacher education curriculum, discussed in this study, was designed to address this diversity in the actual plan of educational experiences for prospective teachers.

Prospective teachers learn the practice of teaching by working with other teachers in collegial settings at teacher centers, rather than by being taught by outside consultants. They are afforded many opportunities to critically examine their expectations for teaching. Much of this form of learning is inferential and is acquired through participation in real-word teaching situations.

Learning to accommodate diversity among student populations is a developmental and collaborative process. The design of the curriculum is focused at the local level on helping preservice teachers to grow professionally by reading, observing other teachers, and discussing ideas. Theirs is a distinct recognition and acceptance of the prospective values, attitudes, and knowledge about teaching. Based on these efforts, students attempt to interpret a comprehensive and integrated approach to teaching in a manner that

capitalizes on their own strengths and preferred styles of teaching. Externally produced materials about the context and process of teaching play a role in curriculum, but are subordinated to the primary focus on teacher development.

The teacher educators believe that curriculum must continually change based upon new knowledge of teachers and teaching, learners and learning, and the subject matter. In addition, the teacher education curriculum is altered in relation to conditions of schooling in the broader social and political forces. Specific goals and objectives are necessary only to guide the teacher preparation process.

Students complete a core curriculum which covers a broad body of knowledge, essential to all students followed by pre-professional courses prior to admission to a teacher education program. Admission is based upon predetermined criteria including successfully passing a standardized test, the National Teacher Examination (NTE). This test is used to evaluate the students' command of basic educational skills and general educational and professional education knowledge. The application process typically would be initiated during the sophomore year and would qualify students for the beginning of a full sequence of professional education courses in their junior year.

The curriculum provides both general education foundations and specialized courses for teacher education majors using the tenets of the Responsive Educator Model. This model embraces the philosophy of the teacher education unit and requires that preservice teachers become responsive to the diversity in schools and communities. The teacher education curriculum encourages prospective teachers to become responsive to

social change; to diverse student populations; to the need for sharing responsibility for education; to the demands of diversity for creativity and critical thinking; to the relationship between communication and learning; and to the need for accountability.

At the point of admission to teacher education, the curriculum becomes more reflective of the diverse factors that effect education in our society, and moves to basic professional courses that help students to understand more deeply the nature of the education process. Also, students begin to integrate educational practices and principles with emphasis on understanding differences among people from various backgrounds.

The content enables students to bridge the school, home, and the larger community which shape the diversity among student populations. Prospective teachers are encouraged to develop responsive knowledge base specific to parent involvement, changing lifestyles of children and youth, parent community interactions, effective home-school- community relationships; and communicating with diverse families. Students also acquire technical knowledge and skills for developing leadership training in parent education; school-based and home-based programs; and working with parents of the children with disabilities. Finally, preservice teachers gain perspectives relative to the rights of students as well as their moral and ethical responsibilities as professional educators.

## The Nature of Instruction

A process approach to instruction is implemented as a form that encourages prospective teachers to critically examine their expectations and perceptions of achievement relative to the practice of teaching. It is delivered in a variety of modes with consideration to learning styles, individual differences in terms of ability and rate of learning and learning situation. A concerted effort is made to personalize learning as much as possible based on students' interests.

Instruction is not only classroom based but to a great extent field-based instruction is provided at each level of the degree program, freshman through senior year experiences. Additionally, laboratory instruction is provided for practice of skills, reinforcement, remediation and/or enrichment, and micro-teaching episodes followed by individual conferences for feedback are facilitated. Also, a review of course outlines reflect extensive use of each of the following instructional methods: lectures, discussions, small group sessions, large group sessions, panels, team teaching, role playing, recitation, guided independent study, laboratory learning and projects.

Curriculum implementation is conceptualized as a process of multiple interpretations by those involved in the preparation of prospective teachers. Rather than one proper way to implement the curriculum, a collaborative approach looks for a variety of profiles of practice. In this way, the teacher education program may best accommodate the range of diversity among teachers and student populations.

## The Nature of Authentic Assessment

Authentic assessment, in teacher preparation, emphasizes real-world teaching events in actual school settings. Assessment is a process that leads to the improvement of the practice of teaching. As such, it is a collaborative reconstruction of the meaningfulness of the interaction for the improvement of the professional practice in teaching. There is recognition that learning must involve the active participation of prospective teachers in both the school and the students' social context.

In the preparation of teachers, authentic assessment should emphasize a) the connection between content and process objectives in real-world tasks, b) holistic performance in increasingly challenging diverse school settings, c) connection of content and process to prospective teachers background, d) and linking assessment and instruction.

Richardson (1991) stated that the value an institution attaches to diversity should be acknowledged in the curriculum. He further suggested that as students become more diverse, assessment procedures and measurable standards for progress are required to preserve the quality of education. Accordingly, this teacher education program employs a variety of assessment measures to include questionnaires, essays, reports and projects, classroom observations, interviews and conferences, demonstration lessons by way of microteaching, and periodic traditional tests. These multiple assessment measures help to determine the curriculum's success, as well as the behavioral outcomes of instruction.

Although formal testing methods are employed, emphasis is placed on authentic

assessment measures. For example, in an upper level professional course, students are evaluated on classroom observations during field-based clinics as represented in reflection logs they use to write/summarize insights relative to classroom management, strategies, socialization processes, instructional techniques, materials and other information they gather which demonstrates reflective thinking about teaching and learning. Questionnaires are completed to assess students' level of reflective thinking, values, and perceptions about different aspects of the teaching process. Micro-teaching episodes are evaluated to determine whether or not a student can actually demonstrate a particular teaching behavior or characteristic in a simulated setting.

Research reports and projects are assigned to allow students to examine the knowledge base and to synthesize information as it was applied to what was observed in actual classrooms. Finally, student and teacher interviews and conferences are used, facilitated by open-ended questions, that allow the teacher educators to determine students' reactions to learning styles, media integration, classroom environment, communication and other critical aspects of classroom integration. The interviews and conferences involve the students, college-based supervisors, field-based supervisors and/or the school principal.

Authentic assessments, varied in nature, permeate the curriculum beginning with the students first year experience, in Education 100, a lower level introductory education course. These assessments not only help to determine the attainment of curriculum goals and objectives, but also serve to clarify how they were accomplished. They are not limited

to the basic assessment of knowledge acquisition, but also evaluate students' attitudes, beliefs, values, perceptions, and skill development.

Consistent with the collaborative learning model perspective, authentic assessment helps to evaluate the diverse experiences of a diverse population of prospective teachers preparing to accommodate the demand for diversity in the PK-12 schools.

**Critical Perspectives**

Coordinating a successful student teaching program involves, among other things, a knowledge of the needs of several publics who interact in the dynamics of a constantly changing social, political, economic, cultural, and educational context. Often dilemmas arise out of the conflicts that center on issues pertaining to rights, interests, ethics, morality, responsibility, and accountability in the education of diverse student populations. The student teaching internship provides an important opportunity for prospective teachers to understand the dimension of tacit knowledge related to these perspectives. Acquisition of pedagogical and subject matter knowledge is important, but inadequate for accommodating the comprehensiveness of diversity in schools.

The student teaching internship allows preservice teachers to begin to explore their professional expectations for teaching diverse student populations. The findings of this study support the fact that student teachers' perceptions of the professional practice are valid and must be considered as on source of diversity in teacher preparation. Perhaps an important dimension of the field placement officer is to insure collaborative discourse among student teachers, field-based and college-based supervisors. While the university

courses in pedagogy are most valuable and necessary, as far as equipping students with effective knowledge based theory and best practice, they
cannot serve as an authentic simulation for real-world teaching experiences.

The student teaching experience requires of student teachers hundreds of spontaneous unplanned interactions for effectively accommodating the diversity among student populations. It is highly unlikely that any number of course preparations can prepare students for the hundreds and thousands of responses called for in student teaching. Consequently, it is vital that a developmental sequence of initial, intermediate, and advanced field experiences be incorporated into the curriculum for the education of teachers. This form of pedagogical experiences enables prospective teachers to interact with several publics in the ever changing educational and societal setting.

**Summary and Conclusions**

This study was one attempt to understand the theoretical basis for designing teacher education programs that would enable future teachers to effectively accommodate the diversity among PK-12 student populations. The findings advanced by expectancy and performance theorists and researchers purported that individual achievement was associated with level of expectancy. On this basis, this study examined the diversity among student teachers', field-based and college-based supervisors' expectations for the student teaching internship. It was assumed that variations in these individuals expectations for the practice of teaching constituted an important dimension of diversity that needed to be accommodated. If teachers were required to respond effectively to the

demands of diversity, then it seemed reasonable that teacher education programs needed to first recognize diversity among its majors.

The assumptions advanced by the multisource theorists challenged the traditional practice in teacher education of learning by isolation. The claim was made that, in complex social settings such as schools, individuals have the capacity for integrating the practice of teaching through participatory learning. As a consequence, it was anticipated that student teachers' expectations and perceptions of achievement of the practice of teaching would be significantly different from those of field-based supervisors, and those of college-based supervisors. The findings of this study supported this conjecture.

A second issued examined in this study was the nature of the teacher education program for enabling prospective teachers to accommodate diversity in PK - 12 schools. This discussion was focused on collaboration in learning, the nature of the curriculum, the nature of instruction, the nature of authentic assessment, and on critical perspectives.

Several themes emerged from this analysis of an existing teacher education program. First, the teacher education program must enable prospective teachers to learn the practice by working with other teachers in collegial settings. Second, learning to accommodate diversity among future teachers is a developmental and a collaborative process. Third, a process approach to instruction enables preservice teachers to critically examine their expectations and perceptions of achievement as they learn the practice of teaching. Fourth, the use of authentic assessment procedures allows students and teacher educators to collaboratively improve the practice of teaching with a unique emphasis on

the changing dynamics of diversity. Finally, several publics who interact in the social, political, economic, cultural, and educational contexts of schools and communities must be recognized as significant factors in the process of preparing teachers for diversity among student populations.

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